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ABSTRACT

This report reflects opinions shared during the 1999 South Carolina Summit on Teacher Quality, highlighting areas of consensus among participants. The Summit examined issues contributing to today's challenges and discussed solutions to ensure adequate numbers of teachers and a good supply of well-qualified and successful teachers in all academic disciplines and all areas of the state. The report examines the background of the problem, highlighting factors affecting teacher quality (teacher shortages and challenges in teacher preparation and professional development) and noting the effect of teacher quality on student learning. A section on presenter viewpoints examines national and state perspectives. A discussion and recommendations section presents suggestions from small-group meetings designed to consider steps South Carolina should take to address the state's teaching, emphasizing solutions to five questions: How can South Carolina ensure an adequate supply of teachers in all areas while preserving and improving standards of teacher quality? What changes are needed in teacher preparation programs to better prepare teachers for the demands of teaching? What specific steps could be taken to improve hands-on, in-class practice experiences for teaching students? Once teachers are trained, what initiatives can be taken to help ensure their success? and How can the state ensure that more teachers feel satisfied with and remain part of the profession? (SM)

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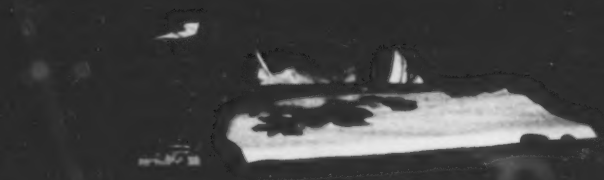

South Carolina Summit on Teacher Quality

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SP039374

June 24-25, 1999
South Carolina Department of Education
Inez M. Tenenbaum, State Superintendent

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"There's no word in the language that I revere more than 'teacher.' None. My heart sings when a kid refers to me as his teacher and it always has. I've honored myself and the entire family of man by becoming a teacher."

– from *The Prince of Tides* by Pat Conroy

South Carolina Summit on Teacher Quality

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INTRODUCTION

Education research has confirmed what most Americans instinctively know: a knowledgeable and well-prepared teacher is the single most important school-based determinant of how well students learn.

Education research over the past 30 years has confirmed what most Americans instinctively know about the factors that influence student achievement: a knowledgeable and well-prepared teacher is the single most important school-based determinant of how well students learn. More than small schools, more than smaller class sizes – almost as much as home and family factors – teachers who know their subjects, are well prepared to teach, and are teaching in their areas of expertise are critical to successful student learning.

Like many states around the nation, South Carolina is confronting a growing crisis in the number of well-prepared and qualified teachers available to serve in our state's public schools. Teacher quality problems are particularly acute in many of South Carolina's rural communities and in certain subject areas, including the critical areas of math and science. Predictions nationally and for South Carolina are that these shortages will only grow worse as student populations continue to expand, as we lose more of our best teachers to retirement or attrition, and as fewer of our most promising and motivated students choose teaching for their careers.

If effective teaching is the most important key to effective learning, South Carolina's challenge today is to ensure an adequate supply of teachers in all academic areas and all geographic locations, and to ensure that these teachers are better and more rigorously prepared than ever before. Meeting this challenge requires three distinct efforts: finding new and innovative ways to attract our best students to the teaching profession, reinventing teacher education to produce stronger teachers and target areas of need, and promoting professional growth and reward to keep our best teachers satisfied with and productive in their chosen field.

South Carolina Governor Jim Hodges and State Superintendent of Education Inez Tenenbaum have begun an aggressive effort to address concerns about teacher quantity and quality by devoting statewide resources to creating a new state system to recruit, prepare, and retain highly qualified teachers. The first step in this initiative is the 1999 South Carolina Summit on Teacher Quality, held to bring together the experiences and ideas of nearly 300 of South Carolina's business, higher education, public education, and legislative leaders.

Participants in the two-day conference, held June 24 and 25 at the College of Charleston, included college and university presidents, deans and faculty of liberal arts and education programs at state colleges and universities, members of the state legislature, business leaders, local school superintendents, personnel directors, members of state education associations, other education advocates, and a number of teacher-leaders, including nationally certified teachers and current and former South Carolina Teachers of the Year.

Participants in the Summit on Teacher Quality heard from national and state-level education leaders about best practices throughout the nation in improving teacher quality, then met in small groups to consider the steps South Carolina should take to address our particular teaching needs. Their work was focused on solutions to five questions:

- How can South Carolina ensure an adequate supply of teachers in all areas of the State while preserving and improving standards of teacher quality?

- What changes are needed in the teacher preparation programs operated by South Carolina's colleges and universities to prepare teachers better for the demands of teaching?
- What specific steps should be taken to improve hands-on, in-the-classroom practice experiences for teaching students?
- Once teachers are trained and ready for effective classroom instruction, what initiatives can we take to help ensure that they succeed, continuing to grow professionally and improving skills and competencies in teaching?
- How can we help ensure that teachers feel satisfied with and remain a part of the profession?

The work completed during the 1999 Summit on Teacher Quality is intended to provide the framework for further discussion by the South Carolina Commission on Teacher Quality, an eighteen-member panel newly appointed by Governor Hodges to develop formal recommendations for the General Assembly on recruiting, training, and retaining top-quality classroom teachers.

The work completed during the 1999 Summit on Teacher Quality is intended to provide the framework for further discussion...

This report reflects the variety of opinions shared during the Teacher Quality Summit and highlights many areas of clear consensus among the participants.

It is important to note that suggestions made by Summit participants may not reflect changes in state education policy, legislative or regulatory, that were in progress at the time of the Summit or initiated in subsequent weeks. Also, many Summit recommendations, especially those suggesting improvements in higher education programs, may reflect practices already in place at some state colleges or universities. These recommendations reflect the view of participants that such practices should be more widely adopted.

The recommendations from the Summit demonstrate that education leaders know what needs to be done to ensure that highly qualified and well-prepared teachers are available in every classroom in every corner of South Carolina. But as the participants repeatedly emphasized, reaching that objective will require a new commitment from all of the state's education leaders and stronger, more effective partnerships among all education stakeholders, founded and sustained on the common goal of improving education for every child in South Carolina.

MESSAGE FROM THE GOVERNOR

Dear Fellow South Carolinians:

Since taking office in January of this year, I have worked to fulfill my promise to focus like a laser beam on improving public education. The results from our first year have been remarkable. We have won funding for First Steps, our landmark preschool initiative; approved the biggest school building plan in four decades; funded alternative schools to help reduce discipline problems in our classrooms; and given voters the chance to approve an education lottery to add much-needed resources to our classrooms without raising taxes. We also have reduced class size, increased teacher pay, provided new school resource officers, and funded an institute to train and support new school leaders.

But even with all of that, much remains to be done. More than a decade ago, while working to pass the Education Improvement Act, Governor Dick Riley said, "An old South Carolina is dying. A new South Carolina – strong, vital, and very proud – is struggling to be born. We will not build the new South Carolina with bricks and mortar. We will build it with minds."

I believe that some of the most important builders of this new age will be our teachers. That is why I recently announced the formation of the Governor's Commission on Teacher Quality, a new panel with the mission of developing a statewide action plan to attract the best and brightest teachers, address the teacher shortage in our State, and celebrate teaching as a profession.

Solutions will involve doing more in our state to celebrate teaching as a profession, improving the work environment for teachers, and continuing efforts to raise teacher pay.

The Commission on Teacher Quality will change the way we train teachers, working with our state's colleges and universities to ensure that graduating teachers have the knowledge necessary for teaching, that they are proficient in the new standards established by the Accountability Act, and that they have real-world, hands-on experience in the classroom. The Commission will work to ensure that we treat teaching like any other professional occupation, with higher standards, continuing education so teachers can learn the latest skills, and a steadfast commitment to excellence.

The Commission on Teacher Quality also will consider innovative approaches to address the coming teacher shortage in South Carolina. Solutions might include making certification more portable from state to state and creating flexible certification procedures that promote alternate pathways into the teaching profession from fields like the military, business, and science.

An additional area of focus for the commission will be on protecting our investment in new teachers through initiatives that will improve teacher satisfaction and retention. Solutions will involve doing more in our State to celebrate teaching as a profession, improving the work environment for teachers, and continuing efforts to raise teacher pay.

I am committed to working with the Commission on Teacher Quality and with all of South Carolina's education stakeholders to expand our list of key education accomplishments. With hard work, we will add to that list the assurance that here in South Carolina, our professional educators are second to none, ready and able to lead our schools and students into the next century with success.

— Governor Jim Hodges

MESSAGE FROM THE SUPERINTENDENT

Dear Friends of Education:

When most of us reflect on our education, we can recall clearly the qualities that characterized our best teachers. First, they were committed to their profession and their students. Second, they loved the subjects that they taught. And third, they inspired us to do more and to become more than we thought that we could do or be. Like most of their generation, they were responsible and accountable, they had determination and integrity, and they expected and demanded excellence.

Most adults today, like me, have been blessed with teachers who were among the best and brightest of their generation. One reason is that the teacher, during past generations, was one of the most respected people in one of the most respected professions in the community.

Today, South Carolina is facing a teacher shortage caused by many factors — a growing population, education reforms such as full-day kindergarten and smaller class size that create the need for more teachers and high numbers of teachers reaching retirement age, among others. Yet just at the time when we need teachers in greater numbers than ever before, more and more of our best and brightest students are rejecting education to pursue opportunities in fields both more lucrative than teaching and with greater professional regard.

South Carolina is on the right path to significant progress in education reform. If we are to continue, ensuring a caring, competent, and qualified teacher in every classroom must be one of our most important priorities.

The first annual South Carolina Summit on Teacher Quality was convened to examine the issues that have contributed to today's challenges and to begin developing solutions that will ensure not only adequate numbers of teachers but a good supply of well-qualified and successful teachers in all academic disciplines and all areas of the State, now and into the future. The work of the Summit will assist the State in developing a long-range plan focused on recruiting the best candidates into the teaching profession, preparing them rigorously and well to succeed in the classroom, and creating a professional environment that will support good work, reward success, and encourage teachers to remain in their chosen field.

I want to express my personal appreciation to all of the participants – from higher education, from schools and districts, and from the business community and the General Assembly — who gave their time and energy to make the 1999 South Carolina Summit on Teacher Quality such a great success. I am proud of the work these dedicated individuals have contributed to our State and of the innovative thinking that will give the new Commission on Teacher Quality an excellent place to start in addressing these important issues.

South Carolina is on the right path to significant progress in education reform, but if we are to continue, ensuring a caring, competent, and qualified teacher in every classroom must be one of our most important priorities. We are committed to making that goal a reality for every child in South Carolina.

— Inez Tenenbaum
State Superintendent of Education

COMMISSION ON TEACHER QUALITY

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Factors Affecting Teacher Quality

Teacher Shortages

Over the past several years, a number of reports evaluating supply and demand in the teaching profession have predicted an alarming discrepancy between the number of new teachers likely to be needed in America's classrooms in coming years and the number likely to be available. The reasons for this growing shortage are varied and familiar. In the 1990s, there are more and better opportunities outside of education than ever before for women and minorities, who have made up most of the traditional teaching workforce. Salary levels, while higher than in the past, still are not sufficiently competitive to attract men – who often are the primary household wage earners – into the teaching profession. Of the qualified men and women who do enter teaching, a great number – as many as twenty-two percent of new teachers nationally – leave the profession within the first three years for jobs with more attractive pay and better working conditions.

BACKGROUND

In the Southeast, there are considerable shortages in special education, math, foreign languages, library science, technology education, computer education, bilingual education, and a whole host of sciences, including physics, chemistry, physical science, earth science, and general science.

At the same time that teaching is attracting fewer candidates, large numbers of teachers from the "Baby Boomer" generation are reaching retirement age, while student population figures are at record levels and increasing every year. With more than half of current teachers expected to retire during the next decade and student enrollment steadily rising, research organizations estimate that America's schools will be faced with hiring more than two million teachers over the next ten years. Yet if we continue at current levels, schools of education will produce only around three-fourths of that number during the same period.

In South Carolina, the existing teacher shortage has been made worse as the State has implemented new and much-needed education policies that have increased teaching workforce needs. Full-day kindergarten, phased in over the years beginning in 1996, has doubled the number of kindergarten teachers needed in South Carolina, and legislation reducing class size in early grades has placed an additional strain on teacher supplies at the elementary level. Increased requirements for high school graduation likely will mean an increase in the number of teachers needed in secondary schools as well. As at the national level, South Carolina is expected to produce only three-fourths of the teachers needed over the next decade, according to the South Carolina Center for Teacher Recruitment, despite the fact that teacher graduation rates have steadily increased in recent years.

In South Carolina and around the nation, teaching shortages are particularly pronounced in specific subject areas and certain geographic regions. According to the 1997 publication *Teacher Supply and Demand in the United States*, no field of education currently has a considerable over-supply of teachers. Nationally, America faces teacher shortages in math, science, special education and bilingual education, among others. In the Southeast, there are considerable shortages in special education, math, foreign languages, library science, technology education, computer education, bilingual education, and a whole host of sciences, including physics, chemistry, physical science, earth science, and general science.

Geographically, urban areas around the nation suffer more than suburban in attracting and keeping qualified teachers. In South Carolina and other areas of the southeast, rural schools – which often have the greatest educational challenges – also have the most difficulty finding and retaining

good teachers. Anecdotal evidence from around the State is that schools in rural areas are working hard to attract any teaching candidates at all, not to mention candidates with the areas of expertise specifically needed.

Problems with teacher quantity lead inevitably to problems with teacher quality, as schools struggle to attract well-prepared teaching candidates and to find instructors for hard-to-fill academic areas. As one presenter at the 1999 Summit on Teacher Quality stated, "Significant teacher shortages lead to unqualified teachers in too many classrooms."

The effects of the shortage already are evident, according to reports from the National Commission on Teaching and America's Future. Nationally, this group estimates, more than twelve percent of newly hired teachers have no teacher preparation training at all, and another fifteen percent have not fully met state standards for certification. The same organization estimates that more than 50,000 teachers enter the profession each year on emergency or provisional licenses, not having completed state requirements for initial certification.

"Significant teacher shortages lead to unqualified teachers in too many classrooms."

Those figures reflect an increase in the number of poorly qualified teachers since 1994, when the National Center for Education Statistics reported that eight percent of teachers employed around the nation lacked one or more of the requirements for certification. In South Carolina, fourteen percent of teachers had not met certification requirements in that same year.

Out-of-field teaching is a second major problem that occurs frequently as teacher shortages increase. According to the National Commission on Teaching and America's Future, twenty-three percent of high school-level teachers nationwide do not have even a college minor in their primary teaching field. In the Southeast, over half of all physical science students and nearly half of all history students at the high school level are taught by teachers lacking even a minor in the field.

Figures for all grade levels are equally disturbing. According to a 1994 report by the National Center for Education Statistics, thirty-one percent of math teachers, seventeen percent of science and social studies teachers, and twenty-two percent of English teachers around the nation lack at least a college minor in the academic areas they teach. In South Carolina, twenty-nine percent of math teachers, twenty-two percent of science teachers, fourteen percent of social studies teachers, and thirteen percent of English teachers lack at least a minor in their major teaching field. Estimates are that these figures, nationally and in South Carolina, are higher still in schools with high-poverty and high-minority populations.

Challenges in Teacher Preparation and Professional Development

A second factor affecting teacher quality in the United States, national research organizations say, is the fact that America invests less in teacher education and professional development than competitor countries, despite the growing realization that teacher quality dramatically influences student learning. A recent report titled *Teaching for High Standards: What Policymakers Need to Know and Be Able to Do*, published by the National Commission on Teaching and America's Future and the Consortium for Policy Research in Education, outlines a number of flaws in the American system of teacher education and professional development:

"Most teachers in the U.S. have had a relatively thin preservice education program. The majority completed an undergraduate teacher education program that often makes trade-offs between disciplinary preparation and pedagogical preparation (which are generally taught in unconnected courses) and that leaves only a short time for student teaching at the end of a brief training sequence. Some entering teachers now are graduating from redesigned programs that provide more integrated and extended study of content and teaching, but other entrants into the profession, generally those assigned to teach in poor urban or rural schools, receive no teaching preparation at all. In short, many U.S. teachers enter the profession with inadequate preparation, and few have opportunities to enhance their knowledge and skills over the course of their careers."

Other countries, including those whose students outpace United States performance on international tests, promote considerably more professionalism in teaching by providing competitive salaries and requiring more substantial training and development for prospective and inservice teachers, the same report states. In many countries, teacher shortages are prevented by establishing salaries that are in line with professions requiring comparable education. In Germany, the report says, teaching candidates earn majors in two academic areas before completing several additional years of teaching preparation. In Luxembourg and France, teacher candidates are required to complete graduate-level study including, in France, a yearlong internship. The report lists practices in a number of additional countries providing similarly rigorous support for preservice, beginning, and inservice teachers.

Many U.S. teachers enter the profession with inadequate preparation, and few have opportunities to enhance their knowledge and skills over the course of their careers.

In all, the National Commission on Teaching and America's Future estimates that as many as twenty-five percent of United States teachers cannot be considered fully qualified for their profession, having entered the workforce without completing state licensure requirements, with no subject area degree, and with too little training in the skills and abilities needed for successful teaching.

Effect on Student Learning

Why does teacher quality matter?

Dr. Lawrence Leak, assistant superintendent at the Maryland State Department of Education and a presenter at the South Carolina Summit on Teacher Quality, summed up research addressing the effect of teacher quality on student achievement this way: "A teacher of great quality will increase, over time, the academic achievement of any student, regardless of ability level or initial achievement. A teacher of low quality does irreparable long-term harm.

"Teacher quality matters. It matters a lot."

Leak and other Summit presenters discussed a number of studies supporting the contention that effective teacher preparation has a direct and significant impact on student achievement. Terry Dozier, a former South Carolina teacher and 1985 National Teacher of the Year, shared data from a 1996 Tennessee study examining the difference in math achievement among fifth-grade students who had highly effective teachers for three consecutive years compared with students who had low-rated teachers for three consecutive years. Students with three years of exposure to the lowest-rated teachers scored in the 44th percentile in fifth grade math, while students with three years' exposure to the best teachers scored in the 96th percentile – literally the difference, Dozier said, between placement in remedial education and assignment to gifted and talented programs.

Dr. Sandra Robinson, another Summit presenter and former assistant dean of education at the University of South Carolina, pointed out about the same study that differences in student achievement with high- and low-rated teachers were consistent from year to year and from school to school. Results also held true regardless of initial student ability level or racial composition of the student body, Robinson said.

Other studies also have found that teacher expertise accounts for more improvement in student achievement than any other school-based factor, including small schools and small class sizes. A frequently cited 1991 study conducted by Harvard professor Ronald Ferguson found that teacher expertise, measured by education level, exam scores and experience, accounted for approximately forty percent of the total variance in student math scores – dramatically more than could be accounted for by small class size and small schools and nearly as much as could be explained by home and family factors. A similar study conducted in New York City schools found that nearly ninety percent of achievement differences in reading and math at all grade levels tested could be explained by differences in teacher quality.

"Teacher quality matters. It matters a lot."

Findings from these studies confirm results of an extensive 1996 review which found that schools can do the most to improve student achievement by investing in teacher education and experience. A smaller but still significant improvement in student achievement was attained in smaller schools and by reducing teacher-student ratios.

If teacher effectiveness is the single most important school-based key to student achievement, what is the key to teacher effectiveness? According to the National Commission on Teaching and America's Future, teacher quality is clearly and directly a product of effective preparation, including intensive training in the areas of subject matter, teaching methods, and student learning and development. Citing research to demonstrate that students who study with fully certified teachers show greater gains in achievement than those taught by unlicensed or out-of-field teachers, the Commission concludes, "Teacher education does matter, and more teacher education appears to be better than less."

Presenter Viewpoints

Presenters at the 1999 South Carolina Summit on Teacher Quality offered national and state perspectives on a variety of issues affecting teacher recruitment, education and professional development. While topics varied, all presenters emphasized that states should move quickly to address the challenge of ensuring an adequate supply of well-prepared and effective teachers, and all provided recommendations for Summit participants to consider in helping to shape South Carolina's teacher quality initiative.

National Perspectives

The Honorable Richard W. Riley
Secretary of Education
United States Department of Education

Education Secretary Dick Riley, the Summit's keynote speaker, called for all states to "take a hard look at the very structure of our current teaching system and get on with the task of modernizing it," developing

new and better ways of recruiting, preparing, and inducting teachers for the 21st Century. The Secretary emphasized that improving education continues to be an important priority on the American public's agenda, adding that policymakers should not rest easy but should take advantage of opportunities for significant change. "We have a wonderful window of opportunity to make a difference for South Carolina's teachers and students," Riley said. "We should surely seize it now."

Expectations of significant teacher shortages in the coming years makes the job of improving recruitment, preparation, and induction especially pressing, Riley said. "Many people ask me whether we have a teacher shortage. My answer is yes. But school districts usually find a way to put a warm body in front of every classroom, and that is part of the problem." While most emergency or provisional teachers are dedicated and hard workers, Riley added, "I have heard and read too many horror stories about provisional teachers who are teaching by the seat of their pants, with no preparation and no guidance."

"We cannot expect to get good teachers on the cheap."

In his comments, the Secretary identified a number of problems with existing recruitment, preparation, and professional development systems: teacher education programs too focused on theory and not enough on clinical experience, a "cumbersome obstacle course" of certification that focuses less on excellence than on completing paperwork, and "a perverse 'sink or swim' approach" to the first years of teaching, when teachers have too many non-teaching responsibilities and too little support.

He recommended a number of steps that states should take to alleviate these problems in a restructured teacher preparation and licensure system, including:

- Higher priority for teacher preparation programs at all state colleges and universities, so that teacher education becomes the mission of the entire university;
- Stronger links between colleges of liberal arts and colleges of education, with future teachers majoring in the subjects they want to teach;
- A more rigorous foundation for future teachers in developing the skills needed to teach, with a special focus on updated research and strategies for teaching reading;
- A stronger focus on special education and Limited English Proficiency programs;
- Stronger links between colleges and universities and local school districts;
- Better long-term induction and mentoring programs to help new teachers succeed in the classroom;
- A professional development system for current teachers focused less on "seat time" and more on outstanding opportunities for learning;
- Greater portability of teacher credentials so that teachers can move more easily among states, and updated pension regulations so more teachers can remain in the classroom;
- A "demanding but flexible" process for teacher certification and recertification, along with rigorous alternative pathways into teaching to help in recruiting mid-career professionals.

As a final recommendation, Riley cautioned that states must offer "fair and competitive salaries" if they hope to entice highly motivated and qualified individuals into the teaching profession. "We cannot expect to get good teachers on the cheap." He closed with a call for South Carolina to become "a model of excellence for the rest of the nation" in developing its teacher quality initiative. "Let's seize this opportunity together to help the teachers of South Carolina to become the very best. The window of opportunity is there for us. We should not miss it," he said.

Dr. Terry Dozier
United States Department of Education

Dr. Terry Dozier, a South Carolinian and former national Teacher of the Year currently serving on Secretary Riley's staff, shared with Summit participants her experience in developing the U.S. Department of Education's new $75 million Teacher Quality Initiative approved by Congress as part of its reauthorization of the Higher Education Act. During an extensive outreach effort to obtain a variety of viewpoints on how to improve teacher quality, Dozier said the Department found strongly held and very different opinions about the source of teacher quality challenges. K-12 educators expressed significant resentment about what they considered condescending treatment by higher education institutions and too little attention from colleges and universities to K-12 concerns and needs. Faculty from teacher education programs expressed frustration over lack of support from higher education administrations and insufficient funding.

The Department also identified a number of areas of consensus among education faculty and organizations, leading to several of the Secretary's recommendations. Based on that research, Dozier repeated the Secretary's call for teacher education to become a university-wide commitment, with strong partnerships between liberal arts and education colleges to ensure that teachers have the content knowledge they need to be successful. She also emphasized the consensus opinion that K-12 and higher education must be equal partners in teacher preparation to build the skills teachers need, and that education colleges should provide more clinical experience early in the teacher preparation program to help students integrate theories about teaching with practice.

...“public schools and universities are in this ballgame together. This is our day to make or break in teacher preparation and development.”

Federal funding for teacher quality initiatives will continue only if the programs they fund can show success, Dozier cautioned. Policymakers are willing to help states address the challenge but will be watching closely and will insist on proof that higher education initiatives are making a real and measurable difference in teacher quality, with future funding hinging on the results.

State Perspectives

Dr. Charles Coble
Vice President for University-School Programs
University of North Carolina

Dr. Charles Coble, a former Dean of Education at East Carolina University now serving as Vice President for University-School Programs at the University of North Carolina, agreed that states have a limited window of opportunity to create effective teacher quality programs and told participants that “public schools and universities are in this ballgame together. This is our day to make or break in teacher preparation and development.”

Coble said his state has sought “to fundamentally redesign and reinvent teacher education” to address what he called “major flaws” in existing programs. North Carolina's approach, he said, was based on the view that better teacher preparation depends largely on stronger partnerships and more collaboration between higher education institutions and public schools and was founded on five guiding principles:

- To strengthen relationships and shared responsibilities between universities and K-12 schools;
- To build on professional development partnerships between teacher education programs and public schools, using existing models as a starting point;
- To extend and improve school-based components of teacher education programs by offering earlier, longer, and better supervised clinical practice opportunities;
- To strengthen the link between theory and practice;
- To share resources, so that all have a stake in partnership successes.

A number of university/school partnerships are now in place in North Carolina to provide clinically based programs in which teacher education faculty are involved in and have offices in K-12 schools, in which college methods courses are taught in public schools, and in which K-12 and teacher education faculty participate together in professional development opportunities, learning side by side. The next step, Coble said, is "to network the network," sharing lessons from the partnerships around the State, presenting research on results, and providing online, networked training about developing school and university partnerships.

To sustain this level of collaboration, Coble emphasized that partnerships must be thoughtfully developed and changes incorporated throughout the colleges and schools involved. "We are trying to drive the reform deep inside the culture of both organizations... so we establish connections of specific teachers and specific faculty members who can ride through the changes of leadership and deepen these partnerships."

"The question I get, and I dread it every time, is 'Can my child support a family on a teacher's salary?' It's a really tough question to answer."

Dr. Sandra Robinson, Dean, College of Education University of Central Florida

In Florida, a major effort to improve teacher education and professional development will center around the University of Central Florida's new $6.5 million Teaching Academy, described by Dr. Sandra Robinson as a clearinghouse for education where teaching students and veteran teachers can go for the latest ideas and teaching techniques. Its purpose, according to the university, is "to guarantee high quality teaching, high quality schools, the best learning for students in Central Florida that we can possibly hope for."

Robinson emphasized studies demonstrating that teacher quality affects student achievement more than any other school-based factor, noting, "There is good research to show us the power of teaching." But she added that the great challenges of teaching today have given rise to significant variation in teacher quality.

"The question I get, and I dread it every time, is 'Can my child support a family on a teacher's salary?' It's a really tough question to answer," Robinson said. "The result of all of this is that in real life, the variance in teacher qualifications can be great."

Robinson closed with a series of recommendations for South Carolina to consider in developing its teacher quality initiative, including suggestions to

- ensure that teachers have the qualifications the public expects;
- structure teaching as a profession;
- support standards for teacher preparation programs that produce knowledgeable and well-practiced beginning professionals;
- provide colleges of education with the support and flexibility to do their jobs;
- revamp the teaching job to carry professional responsibilities, rewards, scope and status, "so that it can attract people with the wit, will, and strength to do quality work over a whole career."

Dr. Linda Murphy, Professor
Dr. Donald DeMoulin, Professor
Department of Educational Studies
University of Tennessee-Martin

Dr. Linda Murphy and Dr. Donald DeMoulin, colleagues at the University of Tennessee-Martin, spoke to Summit participants about two innovative teacher education initiatives that are improving readiness to teach: new performance evaluations focused on abilities that improve classroom practice, and new requirements that promote greater diversity in clinical experiences for all students.

The University's approach to evaluation of teacher education students is based on the view that "paper and pencil" tests assess what students know but fail to measure many other characteristics, skills, and abilities that are equally important to classroom success, Dr. Murphy said. Developmental portfolios were added to teacher education requirements "to determine not only what students knew but what they could do."

... incorrect assumptions about conditions in urban or rural schools were dramatically reduced as a result of student experiences in different settings.

Students in the UT-Martin teacher preparation program track progress through portfolios along nine indicators of successful classroom practice: communication (written, verbal, and non-verbal), reflection (reviewing classroom activities and reflecting on how they can be improved), collaboration (how well students collaborate with each other, with cooperating teachers, and with professors), technology, higher order thinking skills, assessment (how they assess students and themselves), diversity (how well they work with diverse groups of students), professionalism (involvement in professional organizations), and pedagogy (how well they teach).

Providing teacher education students with teaching experiences that reflect the diversity of the state is a second challenge currently being addressed at the University of Tennessee-Martin, located in a rural area of the state with a small minority population. Most students graduating from the teacher education program had clinical experiences in schools closest to the university, all in rural communities, and most with minority populations of five percent or less. These experiences left graduates poorly prepared for jobs in urban areas or in schools with minority populations closer to the statewide average, Murphy said.

To solve the problem of preparing students adequately for a variety of potential job situations, the University changed its core curriculum to include three courses in pedagogy, assessment, and management, which each contain a requirement for at least 30 hours of field experience spent actually working in partner schools. Field experiences must include one rural and one urban opportunity, with urban experiences made possible through the university's new partnership with a predominantly minority college in one of the state's largest cities. The program has been tremendously popular with students and staff, Murphy said.

Dr. DeMoulin told Summit participants that the diversity initiative also has succeeded in reducing and even eliminating preconceived notions among students about schools and student populations outside of their previous experience, increasing their ability to work effectively in a variety of situations. DeMoulin tested a number of student assumptions about urban versus rural schools and minority versus non-minority populations, both before practice experiences and after. The results showed that incorrect assumptions about conditions in urban or rural schools were dramatically reduced as a result of student experiences in different settings.

That change will make a difference in teacher effectiveness in any situation, DeMoulin said. "We want to minimize the impact of preconceived assumptions, so that teachers can go out and do the best job they can in whatever situation they are in. Kids are kids, and our job is to take them from point A to point B. This shows that we are making an impact," he said.

Dr. Margaret Torrey, Executive Director
Georgia Professional Standards Commission

Dr. Margaret Torrey, Executive Director of the Georgia Professional Standards Commission, discussed steps her state has taken to alleviate teacher shortages in specific academic areas and to ensure that all classroom teachers are fully qualified for their areas of assignment.

While Georgia currently has an adequate number of teachers – largely because teacher salaries are at or above the national average in all districts, Torrey said – there are shortages in some areas and oversupplies in others. To address this imbalance, Georgia encourages and may soon require teaching candidates in oversupplied fields to complete a double major in areas of undersupply, such as English as a Second Language and Gifted and Talented programs. Another step to increase the number of teachers certified in needed areas has been to accredit consortia of school districts to offer courses in areas of shortage, including gifted and talented, English as a Second Language, and preschool handicapped programs, and to provide coursework for provisional certification, Torrey said.

Georgia encourages and may soon require teaching candidates in oversupplied fields to complete a double major in areas of undersupply...

Georgia also has moved to address the problem of out-of-field teaching, based on research showing that forty-five percent of math teachers at middle grades and nineteen percent of English language arts teachers lacked even twenty hours of subject area preparation. The state now requires that all out-of-field teachers take the courses they need for effective teaching, but it provides the courses free of charge, pays a $250 stipend to teachers for each course, and makes courses easily accessible through the Internet and Georgia public television.

Teacher salary levels, raised by four to six percent each year for the past six years, may account for a first-year teacher attrition rate in Georgia that is well below the national average, Torrey said. Five-year attrition rates are somewhat higher, but teachers generally list personal and family reasons rather than poor conditions for decisions to leave, and they generally return.

To help support beginning secondary-level teachers, who leave the profession at the highest rates, particularly in low-performing schools, Georgia also is piloting a new, more rigorous induction program with components that reflect the areas in which beginning teachers generally need the most help. The pilot program, based on a national model, will provide yearlong mentoring support for beginning secondary teachers in classroom management, parent conferencing, and student achievement. Once the pilot is completed, the Commission on Professional Standards hopes to take the induction program statewide.

Dr. Barbara Murray
Associate Professor of Educational Leadership
University of Central Florida

University of Central Florida professor Dr. Barbara Murray shared with Summit participants results of her research on reasons for high attrition within the teaching profession. In an initial study of more than four thousand teachers, Murray found that nearly thirty-three percent of teachers entering the profession through traditional routes and forty-five percent of

second-career teachers leave the profession within three to five years. By far, low salary level was the major reason cited for job dissatisfaction among these teachers. After salary, the number one cause of teacher attrition was lack of support from school principals.

Murray's initial research prompted a second study designed to determine the reasons for conflict between teachers and principals. She found that teachers and principals disagree greatly about the importance of a wide range of factors affecting teacher performance, grouped into the five categories of classroom management, personal attributes, professional responsibility, knowledge of subject matter, effects on students, and administrative activities. On the great majority of performance factors, principal expectations were significantly higher than teacher expectations.

Dr. Lawrence Leak
Assistant Superintendent of Education
Maryland Department of Education

...''teacher quality, more than any other single factor, is our most effective reform tool'' ...

Maryland, a partner state in teacher quality with the National Commission on Teaching and America's future, has undertaken a comprehensive series of initiatives based on the conviction that "teacher quality, more than any other single factor, is our most effective reform tool," according to Dr. Lawrence Leak, Assistant Superintendent of the Maryland Department of Education.

Leak emphasized that improving teacher quality is his state's top priority just at the time that Maryland, like other states, faces a significant teacher shortage. "We do not have enough teachers to fill our classrooms, yet we need teachers who are caring, qualified, committed to our students, and committed to their profession," he said.

Leak outlined five areas of focus in Maryland's teacher quality initiative:

Redesign of Teacher Education Programs — Maryland has redesigned teacher education programs around a focus on stronger content preparation, extended clinical experiences, performance assessments for students culminating with developmental portfolios, and linkages with school reform and teacher professional development. The state also has approved a new requirement that all schools of education earn national accreditation by the year 2004.

Creation of Professional Development Schools — Maryland teacher education programs work in partnership with professional development schools, which Leak describes as schools that "reflect the most current research and best practice in education. These are the schools where teacher candidates, practicing teachers, and higher education faculty learn together along with K-12 students, who reap the benefits of being immersed in an environment of educational excellence," Leak said.

Teacher candidates in Maryland have the chance to complete yearlong internships at professional development schools where they participate in all aspects of teaching responsibilities, learning to translate theory into classroom practice. Superintendents and principals in Maryland believe students emerging from professional development schools have experience equivalent to that of second-year teachers.

K-16 Partnership — Maryland's K-16 Partnership meets to develop strategies to strengthen K-16 connections, standards, and assessments; to improve preparation and professional development of educators; and to promote the notion that teacher education is a campus-wide responsi-

bility involving faculties from the colleges of education and arts and sciences.

Praxis Exams and National Certification — Maryland has worked to raise standards for teacher education and licensure by adopting Praxis I and II teacher qualifying exams and by promoting teacher certification by the National Board for Professional Teaching Standards. The state has set high qualifying scores for the Praxis I exam, which many teachers take for entry into college education programs. To obtain state licenses, they take Praxis II, testing both content and pedagogy.

Maryland aggressively supports teachers who seek national board certification, paying the $2,000 registration fee for up to three hundred teachers per year and automatically renewing state teaching certificates for teachers who successfully complete the process.

Legislative Initiatives — The Teacher Quality Incentive Act approved this year by the Maryland legislature provides a number of incentives aimed at supporting and retaining qualified teachers: a $1,500 tax credit to offset graduate work needed for recertification; a $1,000 signing bonus for teacher education students who graduate in the top ten percent of their class; a $4,000 annual bonus for teachers earning national board certification; expanded mentoring programs to help with induction of first-, second-, and third-year teachers; and a $2,000 annual stipend for master teachers who participate in teacher mentoring programs in low-performing schools.

Maryland's Teacher Quality Incentive Act provides a number of incentives aimed at supporting and retaining qualified teachers ...

The state also has approved legislation allowing retired teachers to return to the classroom in areas of critical academic or geographic need, earning up to $80,000 without losing pension benefits. A final initiative approved this year provides scholarship funding to attract bright and talented students into teacher education programs.

Ms. Kelly G. McCalla
National Board Certified Teacher
Greenwood District Fifty

Kelly McCalla, former South Carolina Teacher of the Year who in 1998 earned certification by the National Board for Professional Teaching Standards, urged Summit participants to support teachers in seeking national board certification as a tool to improve professionalism and an avenue leading to better recruitment, education, and retention.

McCalla said she elected to seek national board certification to test her teaching skills, to support the profession, and to pursue professional growth. "I was very, very tired of teacher bashing. I was tired of hearing that our teachers were not good enough. I really wanted to prove to myself that I was a quality teacher and that I had what it took to stand in front of that classroom. And I also did it for other teachers, to help bring professionalism to our profession."

McCalla described national board certification as an arduous but rewarding process that promotes outstanding practice and rewards outstanding teachers. Teachers who earn certificates have completed intensive assessments demonstrating five competencies: that they are committed to students and their learning, that they know their subjects and how to teach them well, that they are responsible for managing and monitoring student learning, that they think systematically about their practice and can learn from experience, and that they are members of learning communities.

The two-part assessment system, McCalla said, with its microscopic look at skills and teaching practices, was "the hardest, most intensive thing that I have ever done." But the process also led, she said, to greater professional

growth than she had experienced at any time in her career.

Supporting teachers in seeking national board certification can be an important recruitment and retention tool because it differentiates teachers based on skill, gives teachers a feeling of control over learning, and promotes professional collaboration and support. "That keeps us teaching," McCalla said.

McCalla added that the national board certification process also can be used to improve teacher education if schools of education incorporate the five components required for national certification into their teacher preparation programs.

McCalla closed with recommendations for teacher education programs based on National Board views about "how to grow a teacher." The recommendations include

- Teaching teachers how to be leaders, not followers. "And then teach administrators how to let teachers lead," McCalla said.
- Developing knowledge of policy issues among teachers so they can give input on issues important to their profession.
- Getting to know the National Board personally, and supporting it as a means of improving the quality of the teaching profession.
- Making connections with national board certified teachers and candidates, who are ready and willing to serve as mentors, to lead in schools, and to lead in the state. "I see my classroom as a revolving door," McCalla said. "If the colleges of education are teaching a lesson on science, why not bring all these students to my class, put them in my room and watch me teach my class science?"
- Making assessments more performance based. "Let's face it, the rubber hits the road when it comes to performance-based assessments. You cannot fake it when it comes to quality teaching."

McCalla urged Summit participants not to accept mediocrity in the teaching profession, and she emphasized that changes will take courage. "If we really are serious about recruiting and retaining the very best teachers, it's time for each of us to accept the challenge," she said. "Perhaps we could all work together. It takes a lot of courage to change. It takes a lot of courage to do what's right."

"I see my classroom as a revolving door. If the colleges of education are teaching a lesson on science, why not bring all these students to my class, put them in my room, and watch me teach my class science?"

Discussion and Recommendations

Summit participants met in nineteen small groups to consider the steps South Carolina should take to address the state's specific teaching workforce needs. Their recommendations focused on solutions to five questions:

- How can South Carolina ensure an adequate supply of teachers in all areas of the state while preserving and improving standards of teacher quality?
- What changes are needed in the teacher preparation programs operated by South Carolina's colleges and universities to prepare teachers better for the demands of teaching?
- What specific steps could be taken to improve hands-on, in-the-classroom practice experiences for teaching students?
- Once teachers are trained and ready for effective classroom instruction, what initiatives can we take to help ensure that they succeed, continuing to grow professionally, and improving skills and competencies in teaching?
- How can we help ensure that more teachers feel satisfied with and remain a part of the profession?

Raising salaries and improving professionalism within the teaching field was the number one recommendation of Summit participants to attract new recruits while maintaining and improving standards of teacher quality.

1. How can South Carolina ensure an adequate supply of teachers in all areas of the state while preserving and improving standards of teacher quality?

Summit participants were asked to consider what steps South Carolina should take to attract more candidates to the teaching field, particularly in undersupplied academic and geographic areas, while at the same time improving overall teacher quality. Their nine recommendations include the following:

- Raise salaries and improve professionalism.
- Improve recruitment of candidates for teacher education programs.
- Provide incentives for students entering teacher preparation programs.
- Raise expectations for teacher education and certification.
- Encourage multiple routes of entry.
- Focus on geographic and academic areas with critical teaching needs.
- Increase job flexibility.
- Change teacher retirement rules.
- Assess teacher recruitment, education, and retention needs.

Raise Salaries, Improve Professionalism

Raising salaries and improving professionalism within the teaching field was the number one recommendation of Summit participants to attract new recruits to the teaching profession while maintaining and improving standards of teacher quality.

Eight of the nineteen small groups meeting during the Summit mentioned higher, more competitive salary scales as a key to ensuring an adequate supply of top-quality teachers. "Better compensation brings more candidates," one team wrote, recommending that the state revamp its Education Finance Act formula to establish a higher statewide salary scale for all teachers and eliminate district-by-district scales. Another group specifically recommended raising salaries above the national average. Three groups recommended accomplishing salary increases by adding days to the school year.

Three groups thought salary levels should be changed to allow differentiated pay for teachers. Two groups thought salary differentials should be market-based, to establish salaries for various areas of expertise that are

competitive with other professions. The third group recommended "accountability or performance-based" salary differentials, to reward teachers who do the best jobs.

Another three groups recommended that the state develop "a well-differentiated and redefined career ladder," with incentives for teachers to advance. One specifically mentioned establishing different levels of teaching professionals along the lines of college and university systems, with titles such as aides, instructors, assistants, and teachers.

Two groups recommended that the state generate interest in the teaching profession by providing additional financial benefits, including allowing full retirement benefits for twenty-five years of service. Another made the general recommendation that the state "improve teaching conditions outside of salary" as an incentive to join the profession.

Three groups thought salary levels should be changed to allow differentiated pay for teachers.

Improve Recruitment of Candidates for Teacher Education Programs

Finding ways to improve teacher recruitment was a top priority for many participants. One group suggested establishing a Teacher Academy to foster dialogue between K-12 schools and teacher education colleges, a proposal that will be funded through South Carolina's Title II grant recently funded by the United States Department of Education. Participants also recommended beginning teacher recruitment efforts earlier, through opportunities presented by Teacher Cadet and Service Learning programs and through tutoring.

Another suggestion was to familiarize all beginning college students with the teaching profession by developing an introduction to teaching course similar to university orientation courses. Teacher education colleges also should seek cooperation from arts and sciences faculty in promoting teaching as a career and should increase efforts to recruit prospective teachers from programs like engineering, computer science, and English, other groups said.

A number of groups recommended improving teacher recruitment not just among college students but among individuals in other professions. One group suggested that schools focus on recruiting teachers among substitute, assistant teachers and other paraprofessionals with some teaching experience already to their credit. Two groups recommended pursuing recruitment through organizations like "Troops to Teachers" and the American Association of Retired Persons.

Provide Incentives for Students Entering Teacher Preparation Programs

Providing incentives for students to enter teacher preparation programs was a popular recommendation, with ideas mentioned by six groups. Three groups specifically recommended expanding tuition assistance to interested students in the form of loans or scholarships, with one recommending a specific focus on assisting students from disadvantaged areas. Another group recommended providing no-cost tuition waivers for academically outstanding candidates. Other financial incentives were suggested as well, including housing bonuses, signing bonuses, and early forgiveness of education loans.

Raise Expectations for Teacher Education and State Certification

Four groups meeting at the Summit said higher education institutions need to set higher standards for teacher education programs, including admission, retention, and completion of programs. Several said standards for entry into teacher education programs should be increased, while others specifically mentioned increasing requirements for graduation. One group said the state should establish higher standards for initial teacher certification.

Encourage Multiple Routes of Entry

Summit participants were divided on the question of whether course and certification requirements should be eased as one means of encouraging entry into the teaching profession, listing concerns about preserving quality and professionalism. "Can teaching ever be considered a profession if accelerated routes to licensure exist?" asked one group, which went on to recommend establishing comparable standards for any entry into the profession. Groups opposed to accelerated entry generally felt that improving salaries and working conditions, particularly in critical needs areas, would be enough to raise interest in teaching and alleviate shortages without providing certification "shortcuts." Other groups stated that any accelerated entry program should be limited to academic or geographic areas with significant shortages.

Nevertheless, seven groups felt strongly that certification requirements currently in place are overly cumbersome and should be revised to make it simpler for teachers to join the profession. These groups urged the State to "remove barriers" in the certification process, "streamline" certification, "make the process more user-friendly," and shorten courses "so that they are intensive over weeks, not months." One group recommended applying to all certification areas candidates the alternative certification process now in place for academic and geographic areas with critical needs.

Nevertheless, seven groups felt strongly that certification requirements in place are overly cumbersome and should be revised to make it simpler for teachers to join the profession.

Members of these seven groups felt strongly that education and licensure requirements should acknowledge and give credit for content expertise and life experiences. They specifically mentioned three groups of potential teachers for whom course requirements and certification should be accelerated: professionals from other fields interested in teaching as a second career; substitutes, teacher aides, and Teacher Cadet students, who have teaching experience already to their credit; and retired teachers or teachers from other states and countries who can document certification and experience.

Regarding second-career professionals, one member of the General Assembly said the State should "make it easier for persons who have demonstrated knowledge and expertise in specific fields to teach, whether or not they have had education courses." Similarly, a representative from higher education said the State should "recognize the value of professionals with degrees entering teaching by simplifying certification and licensure."

Recommendations for easing entry among these professionals were many and wide-ranging. Suggestions included

- developing a "quick start" program for individuals with content area expertise to provide intensive, "compacted" training in skills needed for teaching, including instructional skills and classroom management (seven groups);
- establishing course and certification credit for experience, through a predetermined formula or on a case-by-case basis (five groups);
- creating a supervised clinical experience for noncertified individuals to earn certification credit (three groups);
- improving access to teacher education programs by offering courses at

times and in modes that meet the needs of working professionals, such as via Internet, at alternative clinical settings, and in the summer or during weekends and evenings (three groups).
- waiving the Praxis exam for individuals entering the field from professions other than teaching and accepting the Graduate Record Exam (GRE) as a provisional alternative (one group).
- administering the Praxis examination at times when professionals from other fields can participate (one group);
- creating a portfolio assessment system to evaluate performance in lieu of coursework (one group);
- providing mentors for second-career teachers (one group); and
- developing partnerships with business that promote transition from business to education, including encouraging businesses to pay the salaries of retiring employees while they complete a year of intensive teacher training in exchange for a three-year teaching commitment (one group).

Several groups reluctant to accelerate certification for teaching candidates in general nevertheless agreed that alternative certification is appropriate to encourage recruitment in academic and geographic areas with critical teaching needs.

Groups interested in shortening course and certification requirements for education students and individuals with prior teaching experience recommended
- acknowledging and giving credit for documented teaching and professional experiences in the certification process (three groups), a practice already in place for individuals with experience as substitutes;
- developing programs for teacher assistants and aides to become teachers (three groups);
- providing college courses at remote sites for teacher aides and other paraprofessionals (three groups);
- providing funding for paraprofessionals to take courses part-time (one group);
- giving Advanced Placement credit for Teacher Cadet programs (one group); and
- requiring all college students to participate in service learning opportunities for education credit and to take relevant teaching courses during general education (one group).

Most of the seven groups interested in streamlining certification suggested new state policies allowing greater use of retired teachers or teachers from other states and countries. Two groups recommended easing recertification requirements specifically for retired teachers. Five groups wanted "portable certification from state to state" through reciprocal state certification agreements, a practice put into place this year.

One group believed the State would benefit by starting any certification revision effort with a full-scale evaluation of existing certification and licensure requirements. That evaluation should include determining the skills needed for teaching, deciding which current teacher education courses promote those needed skills and abilities, and developing meaningful assessments to determine whether individuals possess those abilities, this group said. State certification should be based on this new process.

Another group recommended collecting data from all teachers entering the profession through alternative routes to determine whether the process is successful.

Focus on Geographic and Academic Areas with Critical Needs

Several groups reluctant to accelerate certification for teaching candidates in general nevertheless agreed that alternative certification is appropriate to encourage recruitment in academic and geographic

areas with critical teaching needs. Recommendations included

- Offering courses needed for certification at remote sites in communities where teachers are critically needed, using distance education technology (four groups).
- Allowing credit for on-the-job work experience for certification in areas of significant shortage (four groups).
- Providing field experiences along with methods seminars or courses so that non-education majors can obtain certification in areas of significant shortage (three groups).
- Expanding the current critical needs program (three groups), including a specific recommendation to develop additional programs for add-on certification in critical needs areas (one groups).
- Allowing retired teachers to take a certification "shortcut" in acquiring content skills in academic areas with critical teaching shortages (one group).
- Limiting critical needs certification to academic areas consistent with a candidate's expertise. For example, a child development major without a teaching license might be allowed certification for early childhood positions, and fine arts majors might be limited to certification in music or art (one group).
- Following up accelerated certification with ongoing staff development to ensure that teachers without a full teacher education background continue developing the skills needed for successful teaching (one group).

Making content instruction more rigorous, improving methods courses to better integrate theory with content and practice, and providing more and better field opportunities for student teachers were unambiguous, nearly universal recommendations.

Five groups said the State should not only accelerate certification in academic and geographic areas with critical shortages, but should also focus on active recruitment of candidates for these areas. Recommendations included

- providing incentives funded by the state, including up-front tuition assistance and signing bonuses, for teacher education students to enter specific subject and geographic areas (four groups);
- providing funding for already-certified teachers to obtain certification in areas of critical need (two groups);
- requiring colleges and universities to systematically share information about market demands with teacher education students (one group); coordinating seminars on critical teaching needs with first-year teacher education courses (one group); and
- raising salaries to attract teachers in shortage areas (one group).

Increase Job Flexibility

Three groups thought the State could improve recruitment into the teaching profession by allowing greater job flexibility. One group recommended allowing job-sharing opportunities, particularly pairing master teachers with beginning teachers. Three suggested allowing use of part-time teachers, including teachers on loan from the business community.

Change Teacher Retirement Rules

One group recommended addressing the teacher shortage by changing retirement rules to allow employment of retired teachers without jeopardizing retirement pay.

Assess Teacher Recruitment, Education, and Retention Needs

Several groups considering this question felt that South Carolina should begin by conducting a statewide needs assessment to determine more precisely the state's teacher education and retention needs. One group recommended that the study be conducted by a state-level committee with membership to

include policymakers and representatives of professional organizations. Another group said the committee should be charged with developing a governance plan for teacher quality to recommend policy and establish a way to assess progress.

2. What changes are needed in the teacher preparation programs operated by South Carolina's colleges and universities to prepare teachers better for the demands of teaching?

Summit participants had a great deal to say about how teacher education programs should be reinvented to prepare future teachers better for the demands of their profession, a question that generated more discussion and more response than any other. There also was remarkable consensus among groups about the steps they believe should be taken. Making content instruction more rigorous, improving methods courses to better integrate theory with content and practice, and providing more and better field opportunities for student teachers were unambiguous, nearly universal recommendations. Improving collaboration between higher education and K-12 schools, and increasing collaboration among colleges within higher education, were mentioned almost as frequently. The eleven general recommendations made by Summit participants to improve teacher education were to

"Academics, academics, academics!"

- Raise standards.
- Establish state guidelines for teacher education, and require accountability.
- Improve content instruction.
- Provide better and more integrated methods instruction.
- Improve clinical experiences.
- Improve assessment.
- Provide Training in Additional Areas of Need
- Increase funding, ensure quality teaching.
- Increase collaboration between K-12 and higher education programs.
- Improve collaboration between liberal arts colleges and colleges of education.
- Incorporate state academic standards throughout teacher education programs.

Raise Standards

Five groups listed the general recommendation that colleges and universities increase the rigor of teacher education programs, including setting higher standards for admission (three groups) and providing a more rigorous course of study (one group). Several groups emphasized that students should have a "strong basic general education background" before being admitted to teacher education programs; one recommended that students be required to pass a content area examination prior to admission.

Establish State Guidelines for Teacher Education, Require Accountability

An overwhelming majority – twelve of the nineteen groups meeting at the Summit — thought the State should begin its effort to improve teacher preparation by establishing state standards for all aspects of teacher education programs, emphasizing the need for "uniform practices" from university to university. Five groups specifically mentioned

the need for clear and common standards to ensure quality in clinical teaching experiences among state colleges and universities. One group recommended requiring uniform accreditation for all teacher education programs tied to state standards.

Three groups recommended that the State conduct an in-depth analysis of the effectiveness of teacher education programs, addressing both the quality of the programs and the effectiveness of program graduates. Graduate strengths and weaknesses could be used to identify areas of focus or neglect in preparation programs, one group said. Three additional groups recommended establishing an accountability system for teacher preparation programs and faculty "similar to what is expected of K-12 teachers and districts."

Improve Content Instruction

Increasing the rigor of content instruction was among the top three most frequently-mentioned recommendations from Summit participants to improve teacher preparation programs. As one participant wrote, "Teachers cannot teach what they do not know." Another simply wrote, "Academics, academics, academics!"

Higher education faculty, teachers and other school personnel, legislators, and business leaders all agreed that teacher education programs need more of an academic focus and should "require absolute command of basic skills." While most gave only the general recommendation that colleges and universities increase academic rigor, a number called for better content instruction in specific areas. Several teams mentioned math, science, reading, and foreign languages as areas in which all teachers need more advanced instruction.

Another frequently mentioned recommendation was for higher education faculty ... to model effective teaching practices rather than simply discussing them. "Show, don't tell," was one teacher's comment.

A number of groups recommended improving academic preparation by requiring teachers to take a major in an academic discipline rather than in education. One group thought an academic major should be required for teaching at any level; two groups wanted to require academic majors for those planning secondary-level teaching careers; and one specifically recommended requiring academic majors for middle-level teachers. One group suggested this variation: a strong, broad general education curriculum for teachers interested in grades K-6, a mix of broad education courses and two minor areas (more than eighteen hours each) for teachers interested in grades 7-9, and broad education courses and a major area requirement for teachers pursuing secondary-level instruction.

Provide Better and More Integrated Methods Instruction

Improving methods instruction was another area almost universally described as in need of attention in teacher education programs. Higher education faculty, K-12 personnel, legislators, and business leaders emphasized that teachers need a "deep, rich" grounding in pedagogy, but they also said methods instruction could be improved by better integrating theory with content and with opportunities for practice. As one teacher education faculty member wrote, "Don't separate the pedagogy from the content." Another frequently mentioned recommendation was for higher education faculty – all faculty, not just teacher educators but also arts and sciences instructors – to model effective teaching practices rather than simply discussing them. "Show, don't tell," was one teacher's comment.

Recommendations to improve methods instruction are listed in priority order:

- Include instruction in a wide variety of teaching strategies (nine groups), including cooperative learning (two groups) and active research-based instruction (two groups).
- Emphasize effective methods instruction as a university-wide commitment (seven groups): Higher education faculty, teachers and business leaders emphasized repeatedly that teaching candidates learn most about how to teach not from what they are told but from what they observe in their own college classrooms. Both education faculty and arts and sciences professors; therefore, should focus on modeling effective teaching strategies, many participants said. One higher education representative said colleges and universities should insist on "higher education faculty who use rather than lecture on various teaching methods." Another group suggested that colleges and universities recognize and reward through tenure and promotion decisions "non-lecture, inquiry-based approaches" to student instruction.
- Integrate teaching methodology better with content courses, such as by providing more opportunity to observe content being taught (five groups); emphasize practice over theory (five groups).
- Include training on best methods for teaching South Carolina's academic achievement standards (five groups), emphasize ways to promote high-level thinking and reasoning skills (two groups), and accommodate various achievement levels within individual classrooms (two groups).
- Introduce pedagogy early in teacher preparation programs (three groups).
- Require all teachers to understand strategies for teaching reading at all levels (three groups).
- Having university faculty teach methods courses in public schools (two groups).
- Require methods course instructors to teach in schools on a regular basis (two groups).
- Conduct active research within schools of education on effective teaching strategies, and increase the focus on best practices in teaching methodologies (one group).
- Reduce the number of credits required in methods courses (one group).
- Include instruction on how to teach test-taking skills (one group).

Improving the quality and quantity of practical field experiences among prospective teachers was overwhelmingly the top recommendation of Summit participants to improve teacher preparation ...

Improve Clinical Experiences

Improving the quality and quantity of practical field experiences among prospective teachers was overwhelmingly the top recommendation of Summit participants to improve teacher preparation, with all nineteen groups and at least two hundred participants listing this as a top teacher education priority. Teachers, higher education faculty, business leaders, and legislators all clearly agreed that teacher preparation programs should provide earlier, more frequent, more intensive, and better supervised field opportunities for all teaching candidates. Their comments included many like these: "more clinical experience earlier in teacher training," "longer, stronger preservice experience," "more in-school experience, not just practice teaching," "early, frequent, well-supervised field experiences," "considerably more field work, less traditional lecture," and simply, "more time in school."

Summit participants had a great many ideas on how to provide

earlier, more frequent and more intensive clinical opportunities. Their recommendations are discussed in detail in question three below.

Improve Assessment

Summit participants had four major recommendations to improve assessment of students in teacher education programs:

- Establish "strong performance standards" for teacher education students and require performance-based demonstrations of both content knowledge and teaching strategies (five groups).
- Use a variety of assessment measures, including videos, portfolios, and standard tests, to assess performance (five groups).
- Provide early and continuous evaluation (two groups).
- Place greater emphasis on assessment of prospective teachers in clinical settings (two groups).

Provide Training In Additional Areas of Need

Summit participants clearly agreed that colleges and universities should expand course offerings to include training in a number of areas not covered in traditional teacher education programs. The areas mentioned – described by one teacher as "the unseen curriculum" – are listed in priority order:

Summit participants clearly agreed that colleges and universities should expand course offerings to include training in a number of areas not covered in traditional teacher education programs – described as "the unseen curriculum" ...

- Childhood growth and development (fifteen groups): Teachers, higher education representatives, and legislators wanted all prospective teachers to learn more about the stages of human development and have a stronger background in how children learn. Several suggested emphasizing recent research on brain development and its implications for learning styles.
- Classroom management (fifteen groups): Teachers in particular thought schools of education should provide more substantive training in classroom management, organization, and discipline.
- Integration of technology with instruction (seven groups): Teachers, higher education faculty, and business leaders emphasized the need for better training in use of technology in day-to-day classroom instruction.
- Parent and community communication (six groups): Teachers and legislators in particular thought prospective teachers would benefit from better training in how to interact with parents and community members and how to encourage involvement in education efforts.
- Multicultural / sensitivity training (six groups): Teachers frequently mentioned the need for better training in relating to students from a variety of backgrounds.
- Disabilities/special needs (six groups): A number of participants, primarily teachers, thought all teaching candidates should receive training in working with children with learning disabilities or special needs. A special education component should be required for all students in teacher preparation programs, several groups said.
- Analysis of test data for instructional improvement (five groups): Teachers also frequently mentioned a need for better training in interpreting student test data and using the information to improve instruction.
- Standards-based instruction (two groups): Teachers need to be aware of state and national standards in their areas of academic expertise and receive training in organizing instruction around academic standards.
- Policy development/leadership (two groups): Teachers in particular mentioned a need for greater understanding of state policy development systems and a greater emphasis on leadership skills among prospective educators.
- Organizational skills (two groups).
- Research skills (two groups).

- Stress management (two groups).
- Bilingual education (one group). One group expressed the view that teacher education students should be required to be proficient in at least one language other than English. One participant mentioned in particular the need for teacher education students to understand and be proficient in teaching students whose linguistic background is the Gullah dialect common among African-Americans in South Carolina's lowcountry. Teachers should recognize the Gullah dialect as a true language and adopt techniques for teaching English as a Second Language to successfully teach these students standard English and to improve student achievement, this participant said.
- Classroom design (one group).
- Planning for pacing and scope and sequence (one group).
- Teamwork and collaboration (one group).
- Praxis preparation (one group).
- Conflict resolution (one group).

Increasing collaboration between K-12 and higher education programs was a nearly universal recommendation...

Increase Funding, Ensure Quality Teaching

Higher education representatives participating in small group meetings voiced the clear view that colleges of education need additional funding to improve teacher preparation. Five groups included a recommendation for better fiscal support for teacher education programs, with one group asking for "a budget that is large enough to support what preservice teachers need." Said another, "Colleges need to value education departments and faculty in terms of dollars and resource allocations." Two groups wanted additional funding to be provided by the State and tied either to successful programs (one group) or to accreditation by the National Council for Accreditation of Teacher Education (NCATE) (one group).

Teachers, higher education representatives, legislators, and business representatives all emphasized the need for colleges of education to ensure high-quality and well-trained faculty in teacher education programs. Five groups wanted better faculty, with one group calling for "knowledgeable teacher education faculty with high credibility within K-12 education" and another suggesting that colleges and universities hire only teachers who have completed NCATE programs. Another group emphasized the need for teachers to not only be able to discuss but also be able to model the best teaching practices for their students

Increase Collaboration Between K-12 and Higher Education Programs

Increasing collaboration between K-12 and higher education programs was a nearly universal recommendation among the nineteen small groups meeting at the Summit. Most participants – including higher education and K-12 participants particularly but also business and legislative leaders – emphasized the value of "powerful connections" between these two groups in improving the quality of the state's teacher education programs.

Recommendations for establishing partnerships between K-12 and higher education were targeted primarily toward improving awareness among higher education faculty about current classroom needs and sharing skills and resources to help develop successful teachers. Suggestions included

- Increasing opportunities for higher education faculty to gain relevant and recent public school experience by spending time teaching in public schools (thirteen groups, with equal emphasis among K-12 and higher education representatives). Participation should either be required (two groups) or encouraged by linking tenure and promotion decisions to active involvement in public schools (three groups).
- Increasing involvement by practicing K-12 teachers in design of teacher education courses (one group); using master teachers from K-12 schools as instructors in teacher preparation courses (three groups).
- Providing ongoing funding for collaborative programs between K-12 and higher education (two groups).
- Developing regulations to require teacher education programs to participate in K-16 initiatives (two groups), perhaps as part of Commission on Higher Education program reviews (one group).

"Teaching strategies are changing. There is more exploring and forming ideas about what was observed. Methods courses should reflect that."

Improve Collaboration between Liberal Arts Colleges and Colleges of Education

Improving collaboration between colleges of arts and sciences and colleges of education was another need frequently mentioned by Summit participants, especially those from the higher education community. Ten groups addressed the need for teacher education to become a university-wide commitment. As one group stated, "We need an entire college dedicated to preparing the future teacher." Another cited a need among state colleges and universities for "presidential commitment to acknowledge the importance of teacher education as an institutional priority."

Among the recommendations were

- Establishing a structure for collaboration between colleges of education and colleges of arts and sciences to increase coordination and common planning (five groups).
- Creating incentives for all professors to work with education majors (one group).
- Providing for team teaching using college of education faculty and faculty from colleges of arts and sciences (one group)
- Hiring master teachers as faculty members within colleges of arts and sciences (one group).
- Providing university-wide centers of pedagogy (one group).
- Providing joint faculty appointments in colleges of education and colleges of arts and sciences (one group).

Summit participants also emphasized that colleges of arts and sciences should cooperate with colleges of education in recruiting teacher education candidates and in encouraging students in the decision to enter teaching.

Incorporate State Academic Standards Throughout Teacher Education Programs

Summit participants nearly all agreed that teacher preparation programs need immediate revision to incorporate the state's new academic achievement standards, although one group raised the concern that organizing instructional efforts around PACT standards might be too restrictive. Participants emphasized, moreover, that incorporating the academic standards gives universities an important opportunity to revise and strengthen every aspect of teacher education, including content instruction, methods instruction, and student field experiences.

In the words of several participants, higher student standards "can inspire examination of teacher preparation programs," "clarify the needs of

teacher education," and "drive colleges to strengthen teacher education." Several groups specifically recommended that universities consider raising admissions standards and increasing the overall rigor of teacher education programs in light of the new state standards.

Participants universally agreed that higher academic standards mean teacher education students need more intensive content preparation than ever before. As one group said, "Higher standards for students require more thorough subject area knowledge from the teacher." One group recommended ensuring more rigorous preparation by setting high minimum standards for achievement by teacher education students in academic disciplines. Nearly all groups said that content courses – university-wide, including courses in arts and sciences – should be revised and made more rigorous to align with the content of the academic standards.

"Clinical experiences should start the first day ..."

Methods courses also need to be revised to incorporate the best ways to teach skills and abilities outlined in the academic standards, nearly all groups said. "The standards are application based, which requires an application-based approach to teaching," one group said. Noted another, "Teaching strategies are changing. There is more exploring and forming ideas about what was observed. Methods courses should reflect that."

Specific recommendations for revision in methods courses included

- including instruction in a variety of teaching styles designed to accommodate the learning styles of individual students (seven groups);
- emphasizing inquiry- and application-based approaches to learning, as recommended by the South Carolina Curriculum Frameworks (five groups); and
- emphasizing best practices for promoting higher-level thinking and critical reasoning skills, as called for in the academic standards (four groups).

Enhanced field experiences constitute a third area in which teacher education programs should incorporate academic achievement standards, participants said. Legislators, teachers, and representatives from higher education agreed that prospective teachers should have ample opportunity to observe and practice application of the standards in real-world settings. Teacher education programs should add a focus on teaching to standards in field teaching experiences, three groups said, and field experiences should be selected choosing mentors who are skilled in teaching content and developing skills and abilities outlined in the standards, six groups said.

Finally, incorporating academic achievement standards will require instructing students in a variety of assessment techniques, including authentic assessment methods outlined in the curriculum frameworks, four groups said.

In addition to incorporating academic standards across the teacher education curriculum, schools of education should use the standards as the basis for assessing teacher competency, four groups of participants said. Colleges and universities should use the standards across disciplines to assess the content knowledge of prospective teachers and to evaluate their ability to teach, based on understanding of standards, knowledge of diverse learning styles, and understanding of best teaching practices.

Colleges and universities should emphasize the importance of incorporating academic achievement standards by basing promotion and tenure decisions on the effectiveness with which standards are addressed, one group said. Others recommended that the Commission on Higher

Education include in its program reviews an evaluation of how well standards are incorporated in teacher education curricula.

A number of participants suggested that some college and university faculty may not be sufficiently familiar with the state's academic standards to begin incorporating them into teacher education programs. The process should begin with extensive training for teacher education and arts and sciences instructors so they are knowledgeable about and able to include the standards in content area and teacher education courses, many groups said.

3. What specific steps could be taken to improve hands-on, in-the-classroom practice experiences for teaching students?

As noted earlier, Summit participants agreed that improving clinical experiences is one of the single most important steps colleges and universities can take to prepare educators better for a career in teaching. Their specific recommendations were to

- Provide early, frequent, and intensive clinical experiences.
- Increase collaboration between K-12 schools and teacher education programs in designing, conducting, and evaluating clinical experiences.
- Ensure quality in clinical placements.
- Provide broader, more meaningful practicum experiences.
- Improve supervision and assessment.
- Promote diversity.

... prospective teachers should have the chance to study with "true master teachers" who can be effective models. Students should be assigned to veteran teachers who are "experienced," "top-performing" and "known for best practices."

Provide Early, Frequent, and Intensive Clinical Experiences

Summit participants overwhelmingly approved of improving opportunities for clinical experiences by starting them earlier in the teacher education program, by providing them more frequently throughout the program, and by increasing time and intensity of in-school experiences. Five groups thought in-school experiences should begin the freshman year – as one participant said, "Clinical experiences should start the first day" – while two others recommended beginning clinical experiences in the sophomore year. Three groups emphasized that these experiences should be progressive, beginning with opportunities for observation and continuing through student teaching.

Participants also agreed that once they begin, clinical experiences should be offered much more frequently, though recommendations varied greatly. Two groups said field experiences should be incorporated into all education courses, with one recommending that clinical opportunities comprise fifty percent of all courses. Two other groups recommended including practice opportunities in most courses. Three groups suggested requiring classroom internships during each year of teacher education, while another wanted field experiences provided each semester.

Several groups recommended increasing the intensity of in-school experiences by requiring full-day experiences at least six months to a full year long. Another group recommended lengthening all internship requirements and following up with after-school seminars.

Increase Collaboration Between K-12 and Higher Education Programs

A second major recommendation to improve field experiences was to increase collaboration between K-12 and higher education programs in developing, offering, supervising, and evaluating practice teaching opportunities among prospective teachers. Summit participants clearly felt that schools

and higher education faculty must rely on each other and work more closely as a team to offer quality in-school experiences. Most of their recommendations for improving clinical experiences in fact depend on more effective partnerships between schools of education and mentoring teachers and schools.

Specific recommendations for increased collaboration included

- joint responsibility between K-12 and teacher education faculty for planning clinical experience programs, including establishing clear expectations for clinical experiences (seven groups);
- encouraging or requiring methods instructors in teacher education programs to conduct courses in schools in conjunction with mentor teachers (six groups);
- establishing a network of professional development schools funded by the state to promote collaborative teacher education programs and to focus resources on providing excellent clinical experiences (five groups);
- joint responsibility between K-12 mentor teachers and higher education faculty for instructing, supervising, and evaluating student teachers (five groups); and
- funding from the General Assembly for development and implementation of clinical experience opportunities jointly administered by K-12 schools and teacher education programs (one group).

Teacher education programs should not only begin field experiences early, they should ensure that student teachers are actively involved in meaningful and productive school and classroom activities ...

Ensure Quality Mentoring

Teacher education programs could improve clinical experiences by paying greater attention to teacher mentoring, a great many participants said.

Three groups recommended establishing mentorships between teachers and students early in teacher education programs, to provide opportunities for dialogue with experienced teachers before practice teaching begins. Another three groups emphasized that colleges of education should select and structure mentoring opportunities carefully based on the specific needs of each individual student, rather than "leaving the experience to chance."

Improving the quality of teacher mentors who supervise field experiences was a major concern of eleven Summit groups, who said prospective teachers should have the chance to study with "true master teachers" who can be effective models. Students should be assigned to veteran teachers who are "experienced," "top-performing," and "known for best practices," participants said. Others said teacher-mentors should be "positive," "competent, caring, and supportive," and "have good human relations skills." Two groups identified specific pools of teachers that schools and universities might rely on to choose effective mentors, including retired teachers and teachers certified by the National Board for Professional Teaching Standards.

Participants concerned about the quality of teacher-mentors also emphasized repeatedly that mentors need training before being assigned to student teachers. Higher education faculty should work with practicum teachers to "build a background for expectations," one group said. Others said cooperating teachers should have the opportunity to take courses in building mentoring skills.

Another strong suggestion to improve the quality of teacher-mentors was to provide incentives for outstanding teachers to serve. Ten groups of participants recommended providing stipends or other compensation for master teachers willing to serve as teacher-mentors. Three groups said

the General Assembly should increase funding to allow universities and schools to compensate participating teachers. One suggested providing release time as an incentive for teachers to be trained as mentors, or allowing recertification credit for mentor training courses.

Provide Broader, More Meaningful Practicum Experiences

Teacher education programs should not only begin field experiences early, they should ensure that student teachers are actively involved in meaningful and productive school and classroom activities that give them good opportunities to experience teaching, teachers and higher education faculty said. Suggestions to make clinical experiences more meaningful included

- structuring clinical experiences to include adequate opportunities for reflection, analysis, and application, by providing facilitated group discussions before, during, and after field experiences and by using tools such as developmental portfolios and journals (six groups);
- providing experience with a full range of teaching requirements, including goal-setting, developing objectives, long-range planning, lesson planning, classroom management, accommodating diversity, use of varied teaching and learning styles, group instruction, work with individual students, use of technology for instruction, and student assessment (five groups);
- including opportunities for interaction with professional organizations so that student teachers become familiar with professional resources (three groups);
- starting student teaching when the school year rather than the college year begins and requiring students to participate in school closing, so they have experience in all phases of the school year (two groups);
- including opportunities for interaction with parents, communities, and service agencies (two groups);
- including student teachers in professional development opportunities (one group); and
- ensuring that practice teachers have opportunities to share experiences, problems, or concerns with each other through group discussions in clinical experience courses.

Fifteen of the nineteen small groups meeting at the Summit and more than one hundred individual participants said teacher education programs should provide greater diversity in clinical experiences for student teachers.

Improve Supervision and Assessment

Summit participants clearly agreed that clinical experiences among prospective teachers should be more closely supervised and more carefully assessed. As one faculty member noted, "Clinical experiences need to be well-supervised, and too often they are not." Recommendations included

- encouraging shared responsibility for practice teacher supervision and close coordination between higher education faculty and mentoring schools, so that teacher-mentors and school administrators can provide continuous feedback to college faculty about student performance (six groups);
- improving methods of observing and critiquing student performance in actual classrooms by increasing use of video technology and by using new technologies for live interaction between practice teachers and higher education faculty (four groups);
- involving faculty from schools of arts and sciences in supervision and assessment of practice teachers, perhaps by forming supervisory teams composed of both methods and content instructors (two groups);
- emphasizing to mentor teachers the need for objective feedback rather than simple encouragement in working with student teachers (one group);
- rewarding education professors who emphasize close supervision of

practicum teaching (one group);
- having student teachers observed and evaluated by a panel of teachers not affiliated with the sponsoring university (one group);
- requiring teacher education faculty to conduct exit interviews with teacher candidates regarding strengths, weaknesses, and career plans (one group);
- involving regional math and science hubs in supervision of preservice teachers (one group); and
- administering pre- and post-practicum surveys to evaluate experiences and attitudes (one group).

Promote Diversity

Fifteen of the nineteen small groups meeting at the Summit and more than one hundred individual participants said teacher education programs should provide greater diversity in clinical experiences for student teachers. Practicing teachers should experience a wide variety of schools, classrooms, and teaching conditions, participants said, recommending that colleges and universities ensure diverse experiences along the following seven dimensions:

Summit participants agreed that the skills and abilities obtained through teacher preparation should be a foundation on which teachers continue to build throughout their careers.

- Geographic location: Students need experiences in a variety of geographic areas, including rural, urban, and suburban schools (fifteen groups).
- Student population: Clinical experiences should include the variety of student populations represented in South Carolina, including minority-rich and homogeneous populations (eleven groups).
- Socioeconomic condition: Diverse experiences should include high- and low-poverty populations (eleven groups).
- Grade level: All students should be required to complete experiences at elementary, middle, and high school grade levels (four groups).
- Subject area: All students should complete field experiences in a variety of subject areas (four groups); special education experiences should be required for all students (two groups).
- Educational style: Schools of education should ensure that field opportunities provide students experience with a variety of educational and learning styles (one group).
- School functions: In addition to practice teaching, students should gain experience in a variety of school functions, including guidance and administrative (one group).

Participants discussed five specific components of programs to expand diversity of clinical experiences:

- Guidelines and definitions: Four groups of participants thought colleges and universities should begin by setting clear expectations for diverse experiences, with one group specifically recommending that diversity be defined "more broadly than race."
- Course and field components: Colleges and universities should identify a number of teacher preparation courses that provide opportunities for many varied clinical experiences or create a course on diversity that includes a field component, two groups of participants said. One teacher recommended having students complete "six or seven practicums in different grades and schools" with diverse populations.

Another group suggested that schools promote diverse experiences by creating "immersion" opportunities of one to two weeks during the summer in areas culturally different than what candidates have previously experienced.

- Partner schools: A number of groups emphasized that colleges and universities could provide more varied experiences by expanding professional development partnership programs to include schools in diverse areas and with diverse student populations. Colleges and universities should develop a categorization scheme for surrounding schools based on socioeconomic, geographic, and other criteria and should reach out further into rural communities in defining professional development service areas, three groups said. One group recommended identifying additional opportunities for internships in diverse situations through organizations such as the YMCA, Boys and Girls clubs, and state agencies.

Three groups suggested that universities might collaborate in using technology to simulate a variety of school settings and in creating a central Internet site to improve awareness of diverse cultures throughout the State.

- Faculty/student exchanges: Creating faculty/student exchanges among state colleges and universities was one of the most popular suggestions for promoting diversity in practice teaching experiences. Ten of the nineteen groups said accredited teacher education programs should establish partnerships with universities in culturally different areas of the State to sponsor exchange programs allowing extended visits and teaching opportunities by faculty and students. One group recommended establishing "intrastate Fullbright" programs in public schools allowing teachers to serve as mentors for students participating in urban/rural exchanges.
- Financial Support: Teachers and higher education faculty alike said the State should provide financial support for colleges and universities in promoting diverse clinical experiences. Recommendations included reimbursing students for time and travel to remote teaching sites (five groups) and providing incentives such as supplemental stipends or free tuition for students who teach in urban, rural, or high poverty schools (one group). Three groups said colleges and universities should donate housing for students who are practice teaching in different areas of the State as part of a diversity effort.

... professional development should be "tailored to individual needs, consistently evaluated."

4. Once teachers are trained and ready for effective classroom instruction, what initiatives can we take to help ensure that they succeed, continuing to grow professionally and improving skills and competencies in teaching?

Summit participants agreed that the skills and abilities obtained through teacher preparation should be a foundation on which teachers continue to build throughout their careers. Once teachers are trained and ready, colleges and universities, K-12 schools, and the State should help prevent attrition by supporting the transition between college and the classroom, a number of groups said. Veteran teachers also need more effective and productive professional development to continue improving skills and competencies in teaching.

Recommendations for improving continuing education were to

- strengthen induction programs for beginning teachers,
- improve professional development support systems, and
- improve professional development and recertification experiences.

Strengthen Induction Programs for Beginning Teachers

Summit participants emphasized that schools, colleges and universities, and state-level education organizations should collaborate to provide effective induction programs that support the transition to teaching among first- and

second-year teachers. Recommendations included

- Providing a fifth-year paid internship: Seven groups of Summit participants – including many teachers — thought the State should expand teacher preparation to include a fifth year in which student teachers are fully paid to complete an internship under supervision of master teachers. Fifth-year internships would enable teachers to assume the "full load" of classroom teaching with all the benefits of mentoring and guidance, these participants said.
- Improving mentoring programs: Four Summit groups, including higher education faculty, teachers, and business leaders, thought schools should establish more effective mentoring programs for first-, second-, and even third-year teachers. Elements of successful mentoring programs should include structured opportunities for networking with other teachers, participation in teaching teams with veteran teachers, and assistance in areas difficult to cover in teacher preparation programs, such as parent interaction, curriculum guidance, and others, another group said.

Eighteen of the nineteen Summit groups recommended increasing teacher pay as an important incentive in retaining qualified teachers.

Provide a Professional Development Support System

Two groups of Summit participants wanted a better system to provide professional development support for both beginning and veteran teachers. One group said schools should set aside time for teachers to share information and resources and to plan cross-curriculum activities. Another group said colleges and universities should create a structured system for collaboration with teachers in the field to provide ongoing communication and professional support.

Improve Professional Development and Recertification Experiences

Improving professional development, including coursework for recertification, among teachers already experienced in the field was a top priority among Summit participants, particularly teachers. Recommendations included

- Providing individualized professional development opportunities: Providing professional development designed to meet the specific needs of individual teachers was a theme frequently expressed by Summit participants. One teacher wrote that professional development should be "tailored to individual needs, consistently evaluated, particularly for beginning teachers." Five other groups said professional development should be "personalized," rather than "lock-step," to meet needs identified by teachers themselves.
- Providing professional development correlated with school plans: Other Summit groups emphasized that professional development opportunities also should be based on school priorities, as defined in individual school improvement plans. Inservice opportunities need to be coordinated locally, with assistance from resource groups such as the math and science hubs, based on school needs, three groups said.
- Focusing recertification coursework: Professional development and recertification coursework should focus on content knowledge of teachers and should support the subject and grade level actually being taught rather than the teacher's initial area of certification, three groups said. Two other groups said recertification credits should be given only in the teacher's area of expertise, with no out-of-area certification. Another said recertification credits should be required in each endorsement area held.
- Funding teacher development: Schools should not only support

professional development and recertification coursework tailored to individual needs, but should pay more of the costs, two groups of Summit participants said.

5. How can we help ensure that more teachers feel satisfied with and remain a part of the profession?

Teachers, higher education faculty, business leaders, and legislators had clear ideas about steps South Carolina could take to enhance the teaching profession and encourage teachers to remain in their chosen field. Raising salaries was the most frequently mentioned recommendation, but increasing professionalism and strengthening teacher support systems ranked a close second and third among Summit participants to keep teachers productive in and satisfied with their profession. One participant recommended that South Carolina adopt the Teacher Advancement Program proposed by the Milken Family Foundation, with its emphasis on improving teacher professional status, decision-making, and salary levels.

Improving professionalism was as much a priority for Summit participants as raising salaries or improving other financial incentives ...

Other specific recommendations were to

- Raise salaries; create career ladders.
- Provide additional financial incentives.
- Improve professionalism.
- Enhance professional opportunities.
- Strengthen support systems.
- Increase decision-making ability.
- Provide job flexibility.

Raise Salaries, Create Career Ladders

Eighteen of the nineteen Summit groups recommended increasing teacher pay as an important incentive in retaining qualified teachers. A number of groups and many individual participants, including legislators, business leaders, teachers, and higher education faculty, said the State should provide "competitive pay" for all teachers, comparable to pay for other professions requiring similar levels of education. One group specifically suggested raising the starting pay for teachers; another recommended raising teacher pay above the national average. Several other groups wanted higher salaries with increments for experience. One suggested "creating a teacher track to parallel the administrative track, to provide pay increases for teachers who remain in the classroom." Another group wanted "appropriate career-laddering with commensurate increases in salary."

Six groups of Summit participants, comprising teachers, business leaders, and legislators, wanted to encourage good teachers to remain in the classroom by providing merit pay. As one group wrote, the State should "allow differentiation in pay for good teachers versus poor-performing teachers." Another said the State should "pay teachers as professionals and reward accomplishment and growth."

Suggestions for establishing merit pay were varied. One legislator recommended setting pay levels based on "earned recognition" by teachers or on student achievement. Another Summit participant, from the business community, suggested higher pay for teachers who receive national board certification.

Provide Additional Financial Incentives

Summit participants recommended a number of additional financial incentives to reward and retain good teachers. Suggestions included

- providing signing bonuses (five groups), especially in areas of critical need, perhaps tied to graduating rank in class (one group);

- providing child care (three groups), perhaps by teaming with businesses who have on-premises child care (one group);
- providing moving expenses for teachers (two groups), housing expenses (two groups), and cost breaks for transportation (three groups);
- providing lower interest rates for teacher loans (three groups); establishing a "Hope Scholarship" for teacher education (one group); forgiving teacher loans early, particularly for teachers in critical needs areas (three groups);
- funding graduate courses for teachers pursuing advanced degrees (one group);
- allowing tax credits toward non-reimbursed expenses for continuing education (one group);
- paying entrance fees in advance for teachers pursuing national board certification (one group); and
- creating a foundation funded by the business community to provide bonuses to teachers upon meeting goals established in accordance with the state's accountability act (one group).

School districts should establish "site-based management with meaningful interactions" between teachers and administration ...

Improve Professionalism

Improving professionalism within the teaching profession clearly was as much a priority for Summit participants as raising salaries or improving other financial incentives, and participants–especially teachers–had a number of ideas on how to make it happen. Recommendations included

- Respecting teachers as professionals (five groups). Teachers, higher education faculty, and legislators frequently voiced the view that teachers should receive more professional respect from schools and communities. As one legislator wrote, "Being a teacher and a mom are the two most important jobs on earth. Both are underpaid and under-recognized." Specific recommendations were for administrators to give "support instead of interference," to collaborate with teachers in school decision-making, and to respect teachers' decisions (three groups). Other groups said the State should conduct an advertising campaign to "educate the public about teaching" (one group) and highlight the profession's successes (one group).
- Using paraprofessionals, other school personnel, or volunteers to manage nonteaching responsibilities, such as cafeteria, bus, and car duty, so that teachers can attend to instruction (four groups). One teacher wrote, "Do not 'duty' teachers to death. Let them eat lunch with adults."
- Providing effective means of removing problem students from classrooms (two groups); protecting teachers from lawsuits so that they can discipline their classrooms (one group).
- Improving school safety (one group).

Enhance Professional Opportunities

Teachers clearly wanted better professional opportunities as incentives to remain in the profession. Recommendations to improve professional development and recognition included

- Paid sabbaticals (eight groups). A number of individual participants mentioned paid sabbaticals as an important professional incentive for teachers, allowing time to attend professional conferences, visit classrooms, conduct research, serve on national boards, change areas of certification, or pursue advanced degrees. Sabbaticals can be an important strategy to "counter burnout," one group said.

- Paid professional development and graduate study (six groups): Teachers clearly emphasized that the State, schools, and districts should pick up more of the cost of teacher professional development. Several groups suggested adding paid staff development days to the school year – "not after school or on weekends," one group said. Others wanted schools and districts to cover the costs of attendance at professional conferences. One group suggested that the State pick up the cost of graduate courses for teachers interested in pursuing advanced degrees.
- Focused professional development (five groups). Focused professional development – chosen by teachers, designed to meet individual needs — was another significant priority for teachers to improve professional growth and remain productive in the profession. Wrote one teacher, "Teachers *need* a say in their own professional development. They don't all need the same thing."

Strengthen Support Systems

... stronger support systems would provide important incentives for teachers to remain in the classroom

A number of participants thought stronger support systems would provide important incentives for teachers to remain in the classroom. Recommendations included

- increasing planning time for team teaching and collaboration (seven groups);
- increasing funds for classroom technology, tools, and supplies (three groups);
- reducing class size (two groups);
- ensuring adequate numbers of support personnel, including guidance counselors, social workers, and others, at all schools (one group);
- reducing paperwork associated with administration (one group);
- reducing teaching loads (one group).

Increasing Decision-Making Ability

Several groups of Summit participants called for a greater emphasis on "learning-centered administration" and a greater role for teachers in school and district decision-making. School districts should establish "site-based management with meaningful interactions" between teachers and administration, three groups of participants said. Two others said schools and districts should establish a voice for faculty members in decision-making on major district issues.

Provide Job Flexibility

Increasing job flexibility could be another important incentive for experienced teachers to remain in the classroom, six groups of participants said. These groups recommended that schools consider flexible scheduling (two groups), shared positions (three groups), and part-time jobs with full benefits (one group).

Summary

The South Carolinians who attended the 1999 Summit on Teacher Quality were clear in the consensus that improving teacher quality, before the crisis grows, should be one of the state's most important education priorities. With more than seven hundred group recommendations for change, in areas ranging from high-school recruitment to lifelong learning for veteran teachers, participants were equally clear that any effort to address teacher quality should take a comprehensive rather than a piecemeal approach.

The recommendations made by Summit participants not only encompass a range of teacher quality issues, they also require the attention of every state organization with an interest in and a responsibility for preparing and retaining top-quality teachers. Colleges and universities, the Commission on Higher Education, the General Assembly, the Department of Education, and districts, schools, and teachers all have distinct and significant roles to play in improving teacher education and professional development.

The recommendations from the Summit form a comprehensive and coherent vision of a new and improved teacher quality system for South Carolina.

But perhaps the clearest message to emerge from the Teacher Quality Summit is that real improvement in South Carolina's teacher recruitment, preparation, and professional development systems will depend more than anything else on the willingness of the state's education organizations to form and maintain lasting partnerships. Better collaboration – between those who fund education and those who deliver it, between colleges within universities, between universities and public schools, among others – was a theme consistently repeated in nearly every small group meeting. Most participants, in one recommendation or another, emphasized the need for strong and effective partnerships if teachers and schools are to receive the support they need.

The recommendations from the Summit form a comprehensive and coherent vision of a new and improved teacher quality system for South Carolina. The Department's hope is that this vision will provide the foundation for a concerted statewide effort, characterized by clear commitment and strong partnerships, to ensure a caring, competent, and qualified teacher in every classroom in South Carolina.

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